DOCUMENT RESUME

ED 215 178 CE 031 991

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TITLE Resource Guide for "The Dream's Not Enough: Portraits of Successful Women with Disabilities." A Film Guide and Resource Book for Teachers, Counselors, and Parents of Disabled Women.
INSTITUTION Institute for Information Studies, Falls Church, Va.
SPONS AGENCY Women's Educational Equity Act Program (ED), Washington, DC.
REPORT NO ISBN-0-935294-15-5
PUB DATE 81
NOTE 36p.; For a related document see CE 031 990.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Choice; *Career Guidance; Career Planning; College Programs; Decision Making; *Disabilities; Documentaries; Educational Counseling; Educational Resources; *Females; *Information Sources; Instructional Films; Minority Groups; *Nontraditional Occupations; Normalization (Handicapped); Occupational Aspiration; Organizations (Groups); Postsecondary Education; Resources; Role Models; Secondary Education; Vocational Rehabilitation; Work Attitudes
IDENTIFIERS *Dreams Not Enough (The)

ABSTRACT

This booklet is designed to outline the problems that confront disabled and minority disabled women and girls who want to pursue professional careers in nontraditional fields, and to provide resources for the parents, teachers, and counselors who assist them with their career choices. (Partly because of social stereotypes that influence vocational guidance as well as hiring decisions, a pattern of lower career expectations, lower income, and unemployment exists among women with disabilities. Through the use of nonbiased, realistic counseling techniques and the influence of successful disabled women who can serve as role models, it is expected that this pattern can be broken.) Provided both in the film which accompanies this guide ("The Dream's Not Enough") and in the booklet for young disabled women (see note) are accurate information for counseling and a range of role models to illustrate the high levels of success that can be achieved. The guide contains (1) a discussion format for the film, with questions, activities, lists of career awareness books for students, and career reference works; (2) discussion of nontraditional professions for disabled women, including the benefits and drawbacks of choosing a nontraditional career, barriers to nontraditional career choice, and suggestions for support for women who choose nontraditional careers; (3) resources for parents, teachers, and counselors, including organizations, publications, college programs, independent living programs, assistive devices, and role models; and (4) an evaluation form and bibliography. (KC)

ED215178

RESOURCE GUIDE FOR *The Dream's Not Enough: Portraits of Successful Women with Disabilities*

A Film Guide and Resource Book for
Teachers, Counselors, and Parents of
Disabled Women

Institute for Information Studies
Falls Church, Virginia

Women's Educational Equity Act Program
U.S. Education Department

Terrel Bell, Secretary

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CE 031 991

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200 Little Falls Street, Suite 104
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Printed in the United States of America

International Standard Book Number: 0-935294-15-5

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Printed and distributed by the Institute for Information Studies,
200 Little Falls Street, Suite 104, Falls Church, Virginia 22046

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Acknowledgments

We, at the Institute for Information Studies, would like to thank the many people and organizations who helped us to produce this booklet. Institute staff who contributed included the author, Mary Fenton, and Marjory Boyer Crane, who edited the manuscript. Carolyn Vash made many useful suggestions during the writing phase. Tom Backer, the writer and co-producer of the film, *The Dream's Not Enough,* reviewed the first draft and offered numerous worthwhile ideas. Finally, we are grateful to our Project Officer, John Fiegel, and the Director of the Women's Educational Equity Act Program, Dr. Leslie Wolfe, without whose help this project would not have been possible.

Introduction

The purposes of this booklet are to outline the problems that confront disabled and minority disabled women and girls who want to pursue professional careers in nontraditional fields, and to provide resources for the parents, teachers, and counselors who assist them with their career choices. Partly because of social stereotypes that influence vocational guidance as well as hiring decisions, a pattern of lower career expectations, lower income, and unemployment exists among women with disabilities.

Through the use of nonbiased, realistic counseling techniques and the influence of successful disabled women who can serve as role models it is expected that this pattern can be broken. In the film, *The Dream's Not Enough*, and the accompanying booklets for young disabled women and their teachers, counselors, and parents, we have attempted to provide accurate information for counseling and a range of role models to illustrate the high levels of success that can be achieved.

I. Discussion Guide for the Film *The Dream's Not Enough*

The film, *The Dream's Not Enough,* is designed for use in a variety of settings including small counseling groups, women's centers, vocational rehabilitation programs, and junior and senior high school and college classes. Since it portrays disabled women who have successfully pursued nontraditional careers, the film is especially valuable in presenting role models to disabled young women. However, it can also help nondisabled students and parents become aware of the range of careers open to women who have disabilities. Further, it demonstrates the outstanding abilities and skills possessed by some disabled women.

Before students view the film, teachers and counselors may find it worthwhile to discuss the processes women can use in choosing from the range of career options now open to women, and the effects of stereotyping on women's career decisions. In this way, students will become more aware of the challenges nontraditional careers pose to disabled women. Also, teachers and counselors may find the publications listed at the end of this section useful in preparing for classroom or counseling group discussion or as background reading for their students or clients.

Discussion Questions

Listed below are some topics which can be used to guide a discussion of the film. Although it is apparent that *The Dream's Not Enough* is about women who have their own individual styles and goals, it is also clear that as disabled women, they have shared some common experiences. Comparing the obstacles they encountered, the careers they chose, and their successes may bring students and teachers to a clearer understanding of the risks and the payoffs of nontraditional career choices for disabled women.

1. What resources do the women in this film have that allow them to lead independent and fulfilling professional lives (supportive families, assistive devices, attendants, husbands, education, flexible work schedules, personal qualities)? Which do you have? Which can you acquire? How?
2. The women in the film are all disabled, but each has her own coping style. For example, one woman mentioned anger as something that motivated her. Another woman uses laughter and jokes. What positive ways of dealing with your situation have you found?
3. What barriers to their career success did the women in the film mention? What barriers do you expect to find? How can you cope with them?
4. How do you think disability has affected the amount of self-confidence these women have? How does your disability affect your self-confidence? What can you do about these effects?
5. In the film, Carolyn Vash, the psychologist, mentioned feeling like

"damaged merchandise" when she was younger. Do you ever feel that way? What do you do when you feel that way?

6. Carolyn Vash also mentioned that her mother was her most important role model. Who are your role models, your "heroes," and why?
7. Kathy Korn, the computer programmer, took a leave of absence from a well-paying regular job to plan to adopt a child and work out of her home. Does that sound like a choice you'd want to make? Why or why not?
8. Marcella Meyer, the executive, worked in her family's restaurant business for years before she decided she wanted to help other deaf people. What kind of work do you most want to do? What kinds of life accomplishments seem most important?
9. Geri Jewell, the comic, found no encouragement from her rehabilitation counselor to pursue a career in which many fail and few succeed. Are you interested in any "risky" careers? How do you think you'll handle it if someone tries to discourage you?
10. Marcia Gayle, the public relations specialist, seems to be very sure that disabled women can do anything they like. How do you feel about that?
11. Jackie Coker, the statewide rehabilitation services coordinator for deaf-blind clients, obviously has to travel all over her state in her job. How do you think you'd handle a job that required you to travel?
12. Christine Loya Hicks, the travel agency owner, talked about how her anger kept her from giving up when she felt almost defeated. Does anger work this way for you? What does keep you going when things seem too tough?
13. Re'Gena Bell, the actress, talked as if acting jobs are hard to get now that she is disabled, but she intends to pursue her chosen profession anyway. Do you feel she has unusual drive, or is this just the attitude anyone has to take?
14. Several women in the film made career choices when they were young. Others more or less "fell into" their careers later on. Which is more likely to be your way and why? What might be the best way, given your situation?
15. A girl in the panel discussion audience said she has had a feeling since she was very young that she would someday succeed in the business world. Do you have any such feelings about a career field that is just right for you? What is it, and why does it seem right for you?

Follow-up Activities

After viewing and discussing the film with students,* teachers* can provide students with additional career information and role models through directed classroom activities and homework assignments. These follow-up

*The remarks in this and succeeding sections are equally applicable to counselors in nonacademic settings and to parents. For simplicity of expression, however, references will typically be made to students and teachers only.

activities should be designed to actively involve the student in some phase of the career exploration process, so that she will get practical experience in finding information through research and interview techniques. Nine suggested activities are listed below.

- Ask students to interview disabled women in their community who have nontraditional careers. Students should ask each woman how she chose her career, what barriers she faced in getting her education and how she overcame them, and what benefits she has derived from her job.
- Set up a career day in your school or class and invite successful disabled women to speak on their careers. Disabled professional women can be located in your community through professional organizations, women's organizations, universities, and businesses as well as the local offices of state rehabilitation agencies. Large firms like Xerox and IBM often offer to send representatives to schools to take part in career programs. In addition, The American Association for the Advancement of Science has published the *Resource Directory of Handicapped Scientists* which lists 552 handicapped scientists, engineers, and medical practitioners. This directory is available from:

  AAAS, Sales Office
  1515 Massachusetts Avenue, NW
  Washington, DC 20005

- Ask students to write book reports on biographies of women who have succeeded in nontraditional careers. Selected biographies are listed in the student resource booklet.
- Design a library assignment which familiarizes students with using *The Occupational Outlook Handbook, The Dictionary of Occupational Titles,* and other career research tools.
- Schedule job site visits to expose students to various careers. This can be most interesting in science and technical careers which involve the use of equipment and laboratories. Let host employers know that you are interested in exposing your students to disabled workers who can serve as role models.
- Arrange to visit the local state rehabilitation agency office and have students write reports for the class or for the school newspaper.
- Have your students, clients, or daughters collect brochures and booklets on various careers from professional organizations. These can be presented to the class or group. Many organizations provide this information free. The student book includes a list of these organizations with addresses so that young women can write for information.
- Start a self-help support group of disabled girls/women in your community.
- Collect articles from popular magazines like *Ms., Women's Work,* and *Savvy* that regularly feature articles on successful career women.

Career Awareness Books for Students

The following books could be used with women students as they investigate the wide range of careers that is open to them.

Epstein, Cynthia F. *Woman's Place: Options and Limits in Professional Careers.* Berkeley: University of California Press, 1971.
This book describes the socialization process for women in American society.

Farmer, Helen S., and Backer, Thomas E. *New Career Options: A Woman's Guide.* New York: Human Sciences Press, 1977.
This booklet presents a wealth of information about careers and career choice/counseling for women in the form of a series of questions. It is designed to be either a self-study guide or a counselor's tool.

Medsger, Betty. *Women at Work.* New York: Sheed and Ward, Inc., 1975.
This book consists of photographs of women in traditional and non-traditional jobs and quotations from workers who describe their feelings about their jobs.

Mitchell, Joyce Slayton. *I Can Be Anything: Careers and Colleges for Young Women.* Princeton: College Board Publications, 1978.
This book lists ninety-two career fields and includes resource lists that can be used by parents, teachers, counselors, and students. It is available from: College Board Publications, Orders, Box 2815, Princeton, NJ 08540.

Scholz, Nellie T.; Prince, Judith S.; and Miller, Gordon P. *How To Decide: A Workbook for Women.* New York: Avon Books, 1978.
This book is a guide to career and life planning which includes exercises to help the reader evaluate her work experiences, interests, and career goals.

Terkel, Studs. *Working.* New York: Avon Books, 1974.
This entertaining book presents people in many different jobs talking about their job choices and lifestyles.

Wetherby, Terry, ed. *Conversations: Working Women Talk About Doing A "Man's Job."* Millbrae: Les Femmes Publishing, 1977.
This book includes twenty-two interviews with women in nontraditional careers who describe how they broke into their fields, how they feel about them, and how they feel about their particular career choices.

Career Reference Works

The following publications are good resources for counselors and students to use in collecting information on nontraditional careers:

Fisk, Margaret, ed. *Encyclopedia of Associations.* Detroit: Gale Research Company, 1977.
This publication lists all professional organizations and associations in the United States with the addresses of their national headquarters.

Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook for College Graduates 1978-79.* Washington: U.S. Government Printing Office.
This publication is available through: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook 1980-81.* Washington: U.S. Government Printing Office.
This publication gives information on the employment outlook for careers in every field. It is available through the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

II. Nontraditional Professions for Disabled Women

Professional career opportunities for disabled women have usually been limited to a few service-oriented professions such as special education, rehabilitation counseling, speech therapy, and social work. (In many states, it is difficult for disabled people to get jobs in special education because administrators are convinced that disabled teachers won't be able to care for students in emergencies such as fires.) These fields can offer satisfying careers for certain disabled women. However, the group "disabled women" is comprised of individuals with such varied interests that these options will not satisfy all of them. It's important for parents, teachers, and counselors to realize that disabled women have been found to limit their career choices much more than disabled men do. For example, a study of deaf students showed that deaf men chose careers from twice as many fields as deaf women (Cook and Rossett, 1975, p. 341). If more career options were presented to disabled women by parents, teachers, and counselors, they probably would be found in a much wider range of careers.

Even the fields of nursing and teaching are nontraditional professions for disabled women. Numerous women who were regular education teachers or nurses before they became disabled have continued to work in their fields and have done so successfully. However, young disabled women are discouraged from preparing for these fields, and those who persist are likely to face unemployment after years of college training. Naturally, disabled women also tend to be excluded from the traditionally male fields of science, medicine, dentistry, engineering, law, architecture, accounting, and the arts. Choosing careers from these fields can be doubly difficult for young disabled women without substantial support from their parents, teachers, counselors, and others who might provide career information without stereotyping because of sex and disability.

Benefits of Choosing a Nontraditional Career

Nontraditional career fields offer many exciting opportunities and worthwhile benefits to young disabled women. Benefits include chances for advancement, higher salaries, increased options for employment, and more job satisfaction. Traditional service-oriented professions for women simply cannot provide all of these job benefits to all women. Fifty percent of professional women are currently employed as nurses, teachers, and librarians. This suggests that women can and should explore other career options to fit a broader range of skills and interests (Smith and Stroup, 1978, p. 60).

The traditional professions for disabled women involve human, especially rehabilitation, service delivery. Because of their direct service orientation, they offer very limited opportunities for career advancement. Nontraditional careers for women such as law, medicine, and business require "self-starters" who can take on responsibilities and challenges, but they offer many opportunities for promotion and increased professional and social

status. Talented women have better chances for acceptance in these fields now than in previous times because of the current focus in society on women's liberation and equal employment opportunities for women.

In the case of young disabled women, the financial benefits of nontraditional careers can be very important, because they can allow them to maintain independent, mobile lifestyles. Many disabled women need the additional financial resources that nontraditional careers offer, so they can exert more control over their lifestyles and be less dependent on family members and government services in their everyday lives. Earning a higher income frees a disabled woman from a unique double bind which could hold her back. If she earns a low salary and needs expensive equipment or attendant care, a disabled woman may have to quit her job to remain eligible for the government assistance programs which provide needed income supplements or costly attendant care.

Nontraditional fields also offer more opportunities for job satisfaction and status than the careers most often chosen by disabled women. Since disability can limit the social lives and social status of women, as evidenced by lower rates of marriage and having children in this group, job satisfaction may be a primary life value for many disabled women.

Many of the nontraditional careers listed in this booklet, such as engineering, dentistry, and mathematics have very favorable employment pictures, while traditional women's job options usually do not (Farmer and Backer, 1977, p. 55). Practically speaking, this is reason enough for counselors, teachers, and parents to expand their own views of job options for young disabled women. Parents and professionals should present job options to disabled women that promise financial and job security all during their lives, rather than letting "stereotyped" ideas of what females or disabled people can and cannot do interfere with free career choice. It is also important to counsel young disabled women in secondary schools to continue to take a full complement of math and science courses, so that they will be fully prepared to choose a nontraditional career if they wish.

Exploring nontraditional career fields will most likely be the first step a young disabled woman takes toward designing an independent future. Since such a career choice may allow her the financial security to pay for costly assistive devices, attendant care, or the accessible housing she may need, she can consider more flexible and self-sufficient lifestyles. While becoming aware of career possibilities is the first step toward career development, before a disabled woman can embark on any career, she must face numerous physical, mental, and educational challenges.

Drawbacks to Choosing a Nontraditional Career

It is possible for a disabled woman with talent and persistence to succeed in a nontraditional career on her own. Her chances are greatly expanded, however, if her family has encouraged her, and she has had the support of a realistic, nonbiased counseling program. Even with this strong background and a degree of self-confidence, the route to career achievement is not easy; a young woman who has overcome physical and educational barriers still faces difficulties in the workplace. In *The Dream's Not*

Enough, this point is made clear. Frustration, fear, and loneliness frequently accompany career development in challenging areas—no matter how talented and hardworking a woman is.

Identifying the drawbacks to pursuing a nontraditional career is an important step in career selection. Along with the benefits, a nontraditional career choice can present many heartaches and obstacles to well-qualified disabled women who want to compete in fields dominated by nondisabled males. These drawbacks include:

- Personnel practices which discriminate on the basis of sex, disability, or ethnic background; specifically, reluctance to hire
- Lower salaries for performing the same jobs as men
- Fewer and less frequent promotions than male colleagues
- Job stress aggravated by sex, ethnicity, and disability discrimination
- Loneliness because there are few women or disabled workers with whom to share ideas, problems, and experiences
- Lack of a strong professional women's network to provide contacts and influence
- Stress caused by the pressure to be "super mom" or "super wife" outside of work hours
- "Tokenism" which lessens self-esteem and professional credibility.

These drawbacks to choosing nontraditional professions can act as continuous sources of frustration to disabled professional women. However, a woman can effectively deal with them if she identifies them ahead of time, develops coping mechanisms, and locates supports in her profession, her family, the law, and women's organizations. These steps may enable her to succeed in the career of her choice.

Barriers to Nontraditional Career Choice

Choosing a career can mean selecting a way of life, and our society is not accustomed to seeing disabled women in traditionally male professions successfully leading independent lifestyles. Women and disabled people have typically been viewed as dependent, not as potential nuclear scientists, lawyers, or successful business people. It takes time, persistence, and courage to break free from stereotyped roles. The double stereotype of the very dependent, disabled woman has resulted in such additional barriers as:

- Lack of self-confidence
- Limited career options
- Inadequate career counseling
- Few role models in nontraditional careers.

Sex role stereotyping is a major barrier to career choice for most women, because they want to find career success and still feel they have not lost their "femininity." This often results in limiting their career alternatives to "women's" careers. Secondary school students can be particularly vulnerable to this societal pressure, since adolescence is the time when females are attempting to define themselves as women according to the role models they have encountered and the approval patterns of their peers.

Disabled women experience this conflict in conjunction with the belief that they must limit their career choices to occupations that are "suitable" for disabled individuals. When parents, teachers, and counselors want to protect young disabled women from possible disappointment, they may limit the career options they present to those they consider "low risk." Being protected from taking risks usually results in lack of confidence. Thus, it is unlikely that many young disabled women will explore nontraditional careers without strong encouragement.

The underemployment and unemployment of disabled and minority disabled women have been perpetuated by the educational system's reluctance to: evaluate disabled women for professional careers; provide them with information on a wide array of career choices; encourage them to continue taking math and science courses; and inspire talented women to pursue nontraditional careers.

Counselors and teachers who work on career development with young disabled women need to recognize how disability can isolate a student physically and socially. Even though disabled women may be "mainstreamed" into regular curricula and enrolled in special education classes only one period per day, unless they develop unusually magnetic or forceful personalities, they may still be isolated by the physical aspects of their disabilities and the stereotyped views of disabled people that other students and teachers may have. It can be a lonely experience to be labeled "different" in high school where there is strong pressure to find acceptance through conformity. In addition, mobility or sensory impairments may limit opportunities to learn firsthand about the working world through part-time jobs and volunteer work. Therefore, extra exposure to career options may be needed.

Career counseling should help students with the decision making process by asking them to analyze the risks accompanying given choices and to analyze their own willingness to take those risks. Students should then try to narrow down their career choices systematically by matching their own abilities, interests, values, support systems, and needs to those required and offered by certain careers. Counselors can help prioritize the most appropriate job options into such categories as, "try first; try second; and so forth." Appropriate career counseling should help disabled women define their personal and career goals without having to consider the uncertainties of marriage and children as barriers to career choice. Only when they become aware of their own potentials can they learn that working in a nontraditional career need not prevent a woman from having a personal life, perhaps with a husband and a family, too. Disabled women too often are counseled to avoid competitive nontraditional careers, simply because inaccessible equipment, buildings, and laboratories are seen as making careers in engineering, science, and technological fields too difficult for them (Bergum, Imazumi, and Heumann, 1980, p. 25).

Many of the foregoing barriers can be removed or circumvented through long-range career development which emphasizes individual talents, aptitudes, needs, and aspirations. Such programs would allow disabled women to take stock of their own abilities and make free career choices,

realizing that they can have it all—families, careers, and independence in nontraditional fields.

Supports for Women Who Choose Nontraditional Careers

When young women with disabilities choose nontraditional careers, there are many resources available to them in the form of money, information, legal rights, and special services. Although these supports do not erase the barriers they will face, they can make getting an education and a job much easier. Some of these supports include:

- Financial aid
- Assistive devices
- Independent living programs
- Laws which prohibit discrimination against women, minorities, and disabled persons
- Laws which require that buildings be accessible to disabled people
- Organizations for women and disabled people which provide information, referral, and advocacy services
- Special programs and services for disabled students.

To utilize these supports, young women, their parents, teachers, and counselors need to learn about all of the services and opportunities that are available to disabled women.

III. Resources for Parents, Teachers, and Counselors

As we have mentioned, young disabled women need access to many kinds of information and services as they prepare for nontraditional careers. Parents, teachers, and counselors can offer invaluable aid to young women if they are familiar with current information on: organizations for women and disabled people, publications on nontraditional careers and college programs, independent living programs, assistive devices, and sources of role models. In this section we have included specific information sources in these areas. Naturally, we cannot list every available resource, but we hope that the ones we do list here, and in the student book, will serve as a starting point for parents, teachers, and counselors.

Organizations for Women and Disabled People

Organizations that specialize in sex equity and disability issues are valuable sources of current career information for the teachers and counselors who regularly work with disabled students on career decisions. They often provide newsletters, fact sheets, and relevant publications at little or no cost which identify services and describe how to locate assistive devices, sources of financial aid, and legal advice. Listed below are examples of organizations that can provide this information.

Center for Research on Women in Higher Education and the Professions
Wellesley College
828 Washington Street
Wellesley, MA 02180
Telephone: (617) 235-0320
The center offers a variety of conference papers; research reports; and articles submitted for publication (but not yet released) on such topics as day care, work and the family, late parenthood, and men's roles.

HEATH/Closer Look Resource Center
Box 1492
Washington, DC 20013
Telephone: (202) 833-4707
This organization helps institutions of higher education respond to federal legislation regarding equal access to postsecondary institutions by qualified handicapped students. The HEATH/Closer Look Resource Center also provides information on higher education programs for disabled students.

Organization for Equal Education of the Sexes
744 Carroll Street
Brooklyn, NY 11215
Telephone: (212) 788-3478

This group publishes a quarterly journal called *TABS: Aids for Ending Sexism in School,* which offers such practical help as posters, lesson plans, biographies, news, and reviews of nonsexist aids.

Project HEAR (Human Educational Awareness Resource for reducing sex stereotyping in career choice)
306 Alexander Street
Princeton, NJ 08540
Telephone: (609) 921-1484
This project attempts to change students' stereotypes of occupational sex roles. It also aims to increase their self-knowledge, understanding of the world of work, and skill in decision making. Learning units have been developed for children in grades 4 through 12.

Project on Equal Education Rights (PEER)
NOW Legal Defense and Education Fund
1112 Thirteenth Street, NW
Washington, DC 20005
Telephone: (202) 332-7337
This organization offers information to parents, community groups, and educators on sex equity in elementary, secondary, and postsecondary education.

WEEAP Distribution Center
39 Chapel Street
Newton, MA 02160
Telephone: (800) 225-3089 (toll free)
The center distributes a wide variety of information and materials on sex equity in education. An example is: *Count Me In: Educating Women for Science and Math,* a videotape package which was produced by Mills College.

Wider Opportunities for Women, Inc. (WOW)
1511 K Street, NW, Suite 345
Washington, DC 20005
Telephone: (202) 638-3143
WOW has a resource and advocacy program serving over 100 job action and advocacy groups around the country.

Women's Bureau
U.S. Department of Labor
200 Constitution Avenue, NW
Washington, DC 20418
ATTN: Room JH 712
Telephone: (202) 523-6611
This agency publishes and distributes many brochures, fact sheets, and books on careers for women. The Women's Bureau also distributes a publication list.

Publications: Nontraditional Careers for Women

The following publications include background material and resources that can be used when presenting nontraditional career options to young women.

Armstrong, Jane. *Achievement and Participation of Women in Mathematics: An Overview.* Denver: Education Commission of the States, March 1980.
Order this summary report on why women avoid advanced math from: Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295.

Bureau of Labor Statistics, U.S. Department of Labor. *Exploring Careers.* Washington: U.S. Department of Labor, 1981.
This publication was prepared for students of junior high school age. It introduces them to careers through occupational narratives, evaluative questions, suggested activities, career games, and photographs. It is available through any Bureau of Labor Statistics regional office.

Fox, Lynn H. *The Problems of Women and Mathematics.* New York: The Ford Foundation, 1981.
This publication summarizes research conducted for the past four years on sex differences in mathematics. It is available through: The Ford Foundation, 320 East 43rd Street, New York, NY 10017.

Girls Clubs of America, Inc. *Today's Girls: Tomorrow's Women.* New York: Girls Clubs of America, Inc., 1980.
This book presents the papers read by varied experts at a seminar in 1978. It includes a provocative section entitled, "Today's Girls: Education and Employment" with papers by Mary Dublin Keyserling, the noted economist, on "New Realities in Women's Work Lives. . .," "Career Education" by JoAnn Steiger, "Counseling and Sexism" by Mary Ellen Verheyden-Hilliard, and "Math Anxiety" by Sheila Tobias.

Hall, Paula Quick; Tehin, Mary Jane; and Warner, Rachel. *Bibliography on Women in Science, Engineering and Mathematics.* Washington: American Association for the Advancement of Science, 1980.
This 48-page bibliography is available for $1.00 from the Women in Science Program, American Association for the Advancement of Science, 1776 Massachusetts Avenue, NW, Washington, DC 20036.

National Science Teachers Association. *Keys to Careers in Science and Technology.* Washington: National Science Teachers Association, 1973.
This booklet lists career guidance publications, science careers, financial aid information, and special programs for students and teachers. It is available through: National Science Teachers Association, 1742 Connecticut Avenue, NW, Washington, DC 20009.

Project on the Status of Women. *Directory of Special Programs for Minor-*

ity Group Members: Career Information Services, Employment, Skill Banks, Financial Aid Resources. Washington: Association of American Colleges, 1977.
This directory contains sections on special programs (conferences, workshops, summer programs, residency programs) to encourage women and minorities to consider nontraditional careers. It is available through: Project on the Status of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009.

Smith, Walter S., and Stroup, Kala M. *Science Career Exploration for Women.* Washington: National Science Teachers Association, 1978.
This booklet presents background material on career education for women, lists of resources on nontraditional career choices for women in science, and activities that can be used by teachers and counselors of young women interested in science.

U.S. Department of Education. *Reducing Sex Stereotyping in Career Education: Some Promising Approaches.* Washington: U.S. Department of Education, 1979.
This publication identifies sex bias issues in the classroom and lists curriculum materials which stress a nonbiased approach. The book includes descriptions of inservice programs for teachers, audiovisual materials, and career education materials and is available through the Office of Career Education, U.S. Department of Education, Washington, DC 20202.

U.S. Department of Health, Education, and Welfare. *Women in Nontraditional Occupations: A Bibliography.* Washington: U.S. Department of Health, Education, and Welfare, 1976.
This 189-page bibliography is available through the U.S. Department of Health, Education, and Welfare, Bureau of Occupational and Adult Education, Washington, DC 20202.

U.S. Department of Labor. *Women in Traditionally Male Jobs: The Experiences of Ten Public Utility Companies,* R and D monograph 65. Washington: Employment and Training Administration, U.S. Department of Labor, 1978.
This monograph is based on a study by Herbert H. Meyer and Mary Dean Lee of the University of South Florida of what happened when public utility companies moved women into traditionally male jobs (both managerial and blue collar). They found that the experiences of the ten companies were much more positive than negative. Among other things, the research showed that the great majority of women in traditionally male jobs were seen by their managers, peers, and subordinates to be performing at least as well as most men in the respective jobs.

WEEAP Publishing Center at the Education Development Center, 55 Chapel Street, Newton, MA 10162 offers:

How High the Sky, How Far the Moon—These materials help schools design guidance programs to foster young women students' interest in math and science careers. Included are audiocassettes of interviews with women scientists. The materials are suited for use by math and science teachers, counselors, media specialists, school librarians, teacher educators, and librarians.

Science, Sex, and Society—This collection of readings studies the interrelationships among science, society, and women scientists' lives. It can help secondary and postsecondary faculty and career counselors to plan career counseling programs.

Expanding Your Horizons in Science and Mathematics—This package of two films and a booklet helps young women to consider careers in science and technology.

Wider Opportunities for Women. *Women in Nontraditional Jobs: Information and Resources.* Washington: WOW Publications, 1979. Order for $1.00 from WOW Publications, 1511 K Street, NW, Suite 345, Washington, DC 20005. Add $1.00 for postage and handling for orders under $10.00. This book is a comprehensive list of books, bibliographies, and films and includes brief descriptions, sources, and costs for each.

Women, Minorities and Handicapped Students in Science and Math. This book is available from: ERIC Clearinghouse for Junior Colleges, Room 96, Powell Library, University of California, Los Angeles, CA 90024. It costs $15.00. Checks should be made out to Regents of the University of California. The book presents a computer search with 150 citations of recent resources in math and science for women, minorities, and handicapped students in junior colleges.

Resources on College Programs

The college admission process presents young disabled women with many new situations that can be discouraging if they are not adequately prepared for them. College entrance exams, college interviews, and the wide range of program options may overwhelm any student, but they are especially difficult for students with mobility or sensory impairments who often have been over-protected. In this section, we have listed publications that can aid counselors, teachers, and parents in preparing young disabled women for college. Most of them include strategies for coping with the admission process, testing, and accessibility issues.

Guidance Services for the Physically Disabled Two-Year College Student: A Counselor's Manual. New York: State University of New York, Coordinating Area No. 4 Research Project, 1978.
This manual will help disabled students from the application and ad-

mission process through graduation and job placement. It is available through: State University of New York, Coordinating Area No. 4 Research Project, S.U.N.Y. State College of Optometry, 100 East 24th Street, New York, NY 10010, (212) 477-7180.

Hourihan, John P., ed. *Disability: The College's Challenge.* New York: Project for Handicapped College Students, Teachers College, Columbia University, 1980.
This is a resource manual for administrators, faculty members, and others. It can also be useful to parents and high school counselors who are helping disabled women prepare for college. The manual outlines problems faced by disabled students and offers strategies for dealing with them. It discusses accessibility issues, the counselor's role, technology, career counseling options, and it offers case histories.

President's Committee on Employment of the Handicapped. *The College Student with a Disability: A Faculty Handbook.* Washington: President's Committee on Employment of the Handicapped, 1981.
This manual discusses the needs of disabled students and offers advice to faculty members who instruct them. Single copies are available free from: President's Committee on Employment of the Handicapped, Washington, DC 20210.

Schneider, Zola D., and Edelson, Betty G. *The College Connection.*
This 96-page handbook for college-bound students contains specialized advice for disabled students who are preparing for college. The book includes sections on visiting colleges, interviewing techniques, and test-taking. Single copies are available for $3.25 from: The College Connection, Box 4103, Chevy Chase, MD 20015.

Swirsky, Jessica, and Vandergoot, David. *A Handbook of Placement Assessment Resources.* Albertson: Research and Utilization Institute, National Center on Employment of the Handicapped, 1980.
This book offers eighty-six abstracts of assessment instruments. Each abstract describes the purpose, materials, administration, costs, psychometrics, and suggested applications. Rehabilitation counselors can administer and score most of the vocational inventories listed. Order for $10.00 from: Products Manager, Human Resources Center, I.U. Willets Road, Albertson, NY 11507.

The Project on the Handicapped in Science. *Scientific and Engineering Societies: Resources for Career Planning.* Washington: American Association for the Advancement of Science, 1980.
This book lists numerous associations and their general training requirements, job requirements, and job settings for careers in science, mathematics, and engineering. The association's career planning resources and contact people are also listed. Order for $6.00 from AAAS, 1776 Massachusetts Avenue, NW, Washington, DC 20036.

Katz, David; Flugman, Bert; and Goldman, Leo. *Job Placement of Disabled Students at Two-Year Colleges: A Guide.* New York: CASE, Institute for Research and Development in Occupational Education, 1979.
To order this book write David Katz, CASE, Institute for Research and Development in Occupational Education, Graduate School and University Center, CUNY, 33 West 42nd Street, New York, NY 10036, or call (212) 221-3895.

Gust, T. "Communication Problems of Handicapped College Students." *Rehabilitation Counseling Bulletin.* 13:212-216, December 1969.
This article describes educational barriers in such settings as classrooms, exam situations, and libraries.

HEATH/Closer Look Resource Center provides resources for disabled college students on the following topics: accessibility, athletics, attitudes/awareness, learning disabilities, audiovisual materials, career development, financial aid, and student organizations. This information is available at no cost from: HEATH/Closer Look Resource Center, Box 1492, Washington, DC 20013.

Independent Living Programs

Independent living programs in their various forms offer disabled people support services which allow them to live more independently. These community-based organizations, often managed by disabled people themselves, are designed to meet the needs of their disabled consumers. Accordingly, programs vary in their approaches to service delivery and housing. Programs offer service or referral for service in areas such as: accessible housing, transportation, attendant care, interpreter services, physical rehabilitation, job development and job placement, assistive devices, and recreation. Some programs provide permanent residential programs; others offer short-term residential programs; while still others may provide their clients with referrals to accessible housing (Institute for Information Studies, 1979). Individual disabled people can choose programs which offer them the services most appropriate for them.

The following publications offer information on existing programs and the types of services they offer disabled consumers:

Institute for Information Studies. *New Life Options: Independent Living and You.* Falls Church: Institute for Information Studies, 1979.
This booklet describes four independent living programs and explains Title VII of the Rehabilitation Act Amendments of 1978 (PL 95-602). It also includes an 8 rpm recording for visually impaired readers.

Institute for Information Studies. *Hiring and Supervising Personal Service Providers: A Guide.* Falls Church: The Institute for Information Studies, 1980.

This publication was written to help disabled people live independently. It provides information on funding, hiring, and training attendants and other personal service providers. It also gives information on locating public and private funding agencies which assist with the cost of attendant care.

Both of the above publications are available through the National Rehabilitation Information Center, 4407 Eighth Street, NE, Washington, DC 20017.

Cole, J.A.; Holden, B.L.; and Frieden, L. *The New Options Project: A Live-in Program to Foster Social Adaptive Skills.* Houston: Institute for Rehabilitation and Research, 1976.
This booklet, which is available for $1.50, describes a six-week transitional program to assist severely disabled people in acquiring necessary independent living skills.

Cole, J.A.; Sperry, J.C.; Board, M.A.; and Frieden, L. *New Options.* Houston: The Institute for Rehabilitation and Research, 1979.
This publication, which is available for $3.95, describes the New Options Transitional Living Project and its history, methods, and counseling techniques. It includes details on the process by which a severely disabled individual becomes independent.

Laurie, Gini, ed. Housing and Home Services for the Disabled: Guidelines and Experiences in Independent Living. Hagerstown: Harper and Row Publishers, Inc., 1977.
This book presents an assortment of housing experiments in individual and group living arrangements for disabled people.

Petal, Marla. *Independent Living and Deafness: Incorporating Deaf Clients into the Independent Living Network.* Houston: The Institute for Rehabilitation and Research, 1980.
This booklet includes information on services deaf persons need to live independently and ways independent living programs can provide them. Services include interpreter services, architectural barriers removal, assistive devices, and educational programs.

Simpkins, Jean. *The Value of Independent Living.* New York: World Rehabilitation Fund, Inc., 1979.
This book gives information on service delivery, housing, and other aspects of independent living programs. It also analyzes the costs and benefits of the independent living concept.

The Institute for Rehabilitation and Research (TIRR) has prepared a videotape, *6 Model Programs,* which describes innovative programs for severely disabled people who want to live independently. The sixty-two minute videotape shows how each program coordinates housing, attendant care, transportation, and advocacy services. The videotape is available for

$50.00 from Independent Living Research Utilization Project, TIRR, 133 Moursund, Houston, TX 77030.

Sources of information on independent living include:

- Your state vocational rehabilitation agency (listed under the state in the telephone book)
- Independent Living Project
  Office of Program Development
  Rehabilitation Services Administration
  Mary Switzer Building
  Washington, DC 20202
  (202) 245-0890
- Center for Independent Living
  2539 Telegraph Avenue
  Berkeley, CA 94704
  Telephone: (415) 841-4776
- Health Care Financing Administration
  200 Independence Avenue, SW
  Department of Health and Human Services
  Washington, DC 20202
  (202) 245-0923
  This agency administers Medicare/Medicaid programs which can provide financial assistance to disabled individuals who need attendant care and/or home health maintenance services. Funds may be funneled through independent living programs which provide attendant referral and training services.

Information on Assistive Devices

Every year more valuable assistive devices are developed to aid disabled people in their education, work, and home environments. Many of these aids are available to college students through their colleges, vocational rehabilitation agencies, and private organizations. Aids useful in gaining an education include: electronic page turners, specially designed telephone communication devices for deaf people, specialized tape recorders and wheelchairs, microcomputer systems, Braille typewriters, modified equipment with special switches, reading machines, and talking typewriters.

The following publications provide current information on assistive devices for disabled students and some suggested sources of equipment:

Accent on Living, Ray Cheever, ed.
This quarterly publication includes articles on organizations, new products, and inventions for disabled people. In addition, it offers its readers access to a computerized inventory of products and services for disabled consumers. This publication may be ordered through Ray Cheever, Publisher and Editor, P.O. Box 700, Gilliam Road and High Drive, Bloomington, IL 61701.

Institute for Information Studies. *Rehabilitation Engineering Sourcebook.* Falls Church: Institute for Information Studies, 1979.

Institute for Information Studies. *Rehabilitation Engineering Sourcebook—Supplement I.* Falls Church: Institute for Information Studies, 1980.

Institute for Information Studies. *Rehabilitation Engineering Sourcebook—Supplement II.* Falls Church: Institute for Information Studies, forthcoming.

These publications include case examples chosen to illustrate a variety of technological solutions to problems faced by people with disabilities. Sources of further information on devices are also listed. The *Sourcebook* and *Supplement I* are available from National Rehabilitation Information Center, 4407 Eighth Street, NE, Washington, DC 20017, (202) 635-5826.

Office of Handicapped Concerns, U.S. Department of Education. *Auxiliary Aids: A Resource Guide for Postsecondary Schools.* Washington: U.S. Department of Education, 1980.

This guide is designed to help postsecondary institutions, rehabilitation agencies, and disabled individuals in obtaining assistive devices. In addition, it lists organizations that provide services to disabled students. This publication is available through HEATH/Closer Look Resource Center, Box 1492, Washington, DC 20013, (202) 833-4707 (voice/TTY).

National Association of College and University Business Officers. *Management of Accessibility for Handicapped Students.* Washington: U.S Department of Education, 1981.

This publication includes a directory of sources of assistive devices for use by disabled college students. It is available through the National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036, (202) 861-2500.

Individual Role Models

Role models can be very influential in career choice. Many women choose their careers after meeting other women who are successful in them. Therefore, young disabled women need to have role models who have "made it" in nontraditional fields, so that they can see disabled women coping successfully with the demands of challenging professions like law or business. Locating disabled professional women in nontraditional careers to meet with young disabled women students may be difficult, but the benefits are likely to be well worth the effort.

When inviting career women to speak to their students, teachers should present the widest variety of careers and lifestyles possible. In addition to career women, it may be useful to include college-aged women, especially those who are disabled and who are preparing for nontraditional careers. The more young women can identify with the female role models, the more valuable the experience will be to them.

Students should be encouraged to ask speakers about:

- Their educational backgrounds
- Barriers they have encountered/overcome

- Sources of support they have found and used
- Their career experiences and schedules
- Benefits and drawbacks of their career choices.

To identify role models for school programs, teachers and counselors can contact professional organizations, women's organizations, universities, disability organizations, or corporations. This booklet and the accompanying student booklet list many organizations which may be helpful in planning activities involving role models.

Described below are two directories which list female and disabled scientists who may be contacted to speak at school programs:

Place, Carol, and Weiss, Iris R. *Women Scientists Roster.* Washington: National Science Teachers Association, 1979.
This publication lists over 1,300 women in science-related fields who have volunteered to address students on science careers. It is available for $3.50 from the National Science Teachers Association, 1742 Connecticut Avenue, NW, Washington, DC 20009.

The Project on the Handicapped in Science. *A Resource Directory of Handicapped Scientists.* Washington: American Association for the Advancement of Science, 1979.
This book can be used to help young disabled women to become aware of the possibilities that science careers offer. It lists 552 disabled scientists who are willing to serve as role models, and is available from the AAAS Sales Office, 1515 Massachusetts Avenue, NW, Washington, DC 20005.

Films can effectively present role models in the classroom. The following examples were described in *WEECN Resource Roundup:*

Della (black and white) 12 minutes
This film is about the rehabilitation of a young, deaf paraplegic who is an active member of her community. It is available from A/V Publication Department, Kenny Rehabilitation Institute, 1800 Chicago Avenue, Minneapolis, MN 55504.

A Different Approach (color) 21 minutes
This film takes a humorous approach to attitudes about the employment of disabled people and was nominated for an Academy Award. It is available from Brookfield Educational Films, 11600 Washington Place, Los Angeles, CA 90066.

It's A New Day (color) 7 minutes
This film depicts people with disabilities surmounting barriers to mobility and job success. It's designed as a companion piece to *A Different Approach* and illustrates numerous assistive devices. It too is available from Brookfield Educational Films (address above).

Joyce at 34
This film is the autobiography of a married woman who combines a career in film-making with motherhood. The film is available through New Day Films, c/o Joyce Chapra, 11 Holland Street, Cambridge, MA 02138.

The following audiovisual products which depict women in nontraditional careers were recommended by the authors of *Science Exploration for Women* (Smith and Stroup, 1978 pp. 28-29).

A World for Women in Engineering (16mm color film or videotape) 20 minutes
This film portrays young women in engineering careers and shows them at work and in their private lives. It is available on loan at no charge through local Bell Telephone Business Offices.

Women's Work: Engineering (16mm color film or videotape) 26 minutes
This film is designed to interest young women in engineering careers. It portrays them at engineering school and on the job, and includes sequences on marriage and family life. The film/videotape is available for a rental fee of $25.00 from the Massachusetts Institute of Technology, Center for Advanced Engineering Study, Cambridge, MA 02139.

Women in Science by Dinah Moche. Slide/cassette tapes and articles (1975).
This multimedia package includes six taped interviews with women in a variety of science careers. The women interviewed include a biophysicist, environmental engineer, astronomer, nuclear physicist, and an endocrinologist.

Well-known women who have chosen nontraditional careers are another source of role models. After viewing the following films, students may want to read biographies of these women. (See the list of biographies in the student booklet.)

Margaret Mead (16mm, black and white film) 30 minutes; 1960
This film presents Margaret Mead, the famous anthropologist, describing her experiences with primitive people and their lifestyles, and discussing the problems of our modern society. It is available on a rental basis from the University of California Extension Center, Berkeley, CA 94720 (order #6930).

Margaret Sanger (16mm, black and white) 15 minutes
This documentary tells the story of Margaret Sanger's efforts to bring family planning to the American public. It is available for rental from Contemporary Films, Inc., 267 West 25th Street, New York, NY 10001.

IV. Afterword

Parents, teachers, and counselors are the most valuable resources available to young disabled women who want to choose careers in nontraditional fields. If they are well informed, unbiased in their attitudes toward career options, and encouraging, young disabled women will have the supports they need to "make it" in challenging, rewarding careers. Many other resources are helpful, but many successful disabled women say that their parents and other adults who gave them approval and encouragement were their main supports.

We hope that the film, *The Dream's Not Enough*, and this booklet will provide useful resources in the important process of helping young disabled women realize their full potentials as successful career women.

CUT ALONG DOTTED LINE AND RETURN TO THE INSTITUTE FOR INFORMATION STUDIES

User Evaluation of the Film, *The Dream's Not Enough,* and the Resource Guide for Teachers, Counselors, and Parents

The Institute for Information Studies wants to produce useful and current audiovisuals and publications on rehabilitation, education, and women's issues. Therefore, we would like to hear your opinion of the film, *The Dream's Not Enough,* and the resource guide for teachers, counselors, and parents. Also, we would like to learn about your interests and needs to help us improve this and other audiovisuals and publications. Will you please complete the form below by checking the appropriate spaces and filling in the blanks? Then place the form in an envelope and mail it to: WEEAP Project, Institute for Information Studies, 200 Little Falls Street, Suite 104, Falls Church, VA 22046.

Please answer the following three questions if you are a parent, teacher, or counselor of disabled women who seek careers, and if you have seen *The Dream's Not Enough.* Place a *check mark* in the spaces to the right of any statements which apply to you.

A. I saw the following version of the film:

Spoken English _____

English captioned for hearing-impaired viewers _____

B. I saw the film in the following setting:

Secondary (junior or senior high) school program

Community or four-year college _____

Rehabilitation agency/independent living program _____

Community auditorium _____

Television _____

Other (specify): _____

C. I am a parent of a disabled woman/girl. _____

If you placed a *check mark* in the space above, then please complete the rest of item C.

My daughter belongs to the following minority group:

Pacific Asian _____ Hispanic _____

Black _____ Native American _____

Other (specify): _____

My daughter's disability affects her:

Hearing _____ Learning ability _____

Vision _____ Emotions _____

Mobility _____

Please rate the film on the following scales. *Circle* the number which best reflects your opinion. Use the definitions provided for the extreme and middle ratings to guide you. In general, a "1" is a low rating and a "7" is a high rating.

1. Enjoyment/entertainment value:

1	2	3	4	5	6	7
Unpleasant, boring		About average for type of film			Delightful, fascinating	

2. Consciousness raising value:

1	2	3	4	5	6	7
It could set women/ disabled people back 2 centuries		It won't help or hinder efforts to change attitudes			It could greatly advance the causes of women/disabled people/minority disabled people	

3. Moral support value:

1	2	3	4	5	6	7
It left me feeling that few options are open to me (or my students/ clients/daughter)		It did not affect my views of possible options			It greatly expanded my ideas of what is possible for me (or my students/clients/ daughter)	

4. Motivational/inspirational value:

1	2	3	4	5	6	7
It affected my attitudes very negatively; I feel like giving up		I feel the same as before I saw it; no more encouraged or discouraged			It made me feel very hopeful; like striving hard for a good career for myself (or to help my students/clients/ daughter)	

5. Career guidance value:

1	2	3	4	5	6	7
It is not a good vocational counseling tool at all		It is about average for the type of tool it is			It's an excellent vocational counseling tool	

6. Informational value:

1	2	3	4	5	6	7
It provided much less information than it could have		It is about average for the type and length of film			Extremely informative for a half-hour film	

WEEAP Form 3-81

CUT ALONG DOTTED LINE AND RETURN TO THE INSTITUTE FOR INFORMATION STUDIES

7. Identification potential:

1	2	3	4	5	6	7
I could not identify at all with any of the women depicted		I could identify with certain aspects of one or more of the profiles			I could strongly identify with one or more of the women depicted (or identify them with my students/ clients/daughter)	

8. What aspects of the film did you LIKE and/or believe will be most useful?

_____

_____

_____

_____

_____

9. What aspects did you DISLIKE and/or believe will be least useful?

_____

_____

_____

_____

_____

10. If you could request a sequel to this film, what type of film would you want?

_____

_____

_____

11. I used the film and booklets with (place a *check mark* by any that apply):

A specially constituted group of disabled women _____

A group of disabled students/clients of both sexes _____

A group of (largely) minority individuals _____

A mainstream junior or senior high school class _____

A college class or group _____

Students receiving academic counseling _____

Vocational rehabilitation clients _____

Other (specify): _____

CUT ALONG DOTTED LINE AND RETURN TO THE INSTITUTE FOR INFORMATION STUDIES

12. I found this booklet of resources for parents/teachers/counselors to be (place a *check mark* in the appropriate box next to each term):

	YES	NO		YES	NO
Informative	☐	☐	Too long	☐	☐
Relevant to my needs	☐	☐	Too short	☐	☐
Clear	☐	☐	Too technical	☐	☐
Easy to read	☐	☐	Too simplistic	☐	☐
Practical	☐	☐	Too vague	☐	☐
Thorough	☐	☐	Too detailed	☐	☐

13. This booklet helped me because it:

Provided new information on nontraditional careers _____

Listed valuable print resources _____

Listed valuable organizational resources _____

Listed valuable audiovisual resources _____

Offered helpful activities I could use with my students/clients/daughter _____

Other (specify): _____

14. What I liked least about the booklet was:

Insufficient new information on nontraditional careers _____

Inadequate lists of print resources _____

Inadequate lists of organizational resources _____

Inadequate lists of audiovisual resources _____

Activities were not appropriate for my students/clients/daughter _____

Other (specify): _____

15. I plan to change my career education or counseling practices with my students/clients/daughter after reviewing this film and reading this booklet:

☐ YES ☐ NO

Please describe how (briefly): _____

_____

_____

CUT ALONG DOTTED LINE AND RETURN TO THE INSTITUTE FOR INFORMATION STUDIES

16. As a teacher/parent/guidance professional, would you use the film and booklets again?

☐ YES ☐ NO

If your answer is "yes," please describe the *type of audience* you would show it to: _____

and the major purposes you would hope to accomplish: _____

_____

17. I would like to see future booklets or films on these subjects:

	YES	NO
Disabled women in "blue collar" jobs	☐	☐
Homemaking for disabled people	☐	☐
Job-seeking skills for disabled women	☐	☐

Other (specify): _____

D. I would like to be on your mailing list to hear about upcoming audiovisual and other material.

☐ YES ☐ NO

Name: _____

Address: _____
STREET (BOX #)

_____
CITY STATE ZIP CODE

Telephone: ( ) _____
AREA CODE

THANK YOU FOR YOUR COOPERATION!

CUT ALONG DOTTED LINE AND RETURN TO THE INSTITUTE FOR INFORMATION STUDIES

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_____. *Teacher/Counselor Guide To: Is Science A Possible Career for You?* Philadelphia: Research for Better Schools, Inc., July 1978.

Women's Educational Equity Communications Network. *WEECN Resource Roundup,* April 1979.

Institute for Information Studies
Publications Availability Information

The following publications are available from the clearinghouses listed below. There are different charges for handling and reproduction at each clearinghouse. If you place your order with the National Technical Information Service (NTIS) or with the ERIC Document Reproduction Service, be sure to specify accession numbers when making requests.

National Rehabilitation
Information Center (NARIC)
4407 8th Street, NE
Washington, DC 20017
(202) 635-5826

Project SHARE
P.O. Box 2309
Rockville, MD 20853
(301) 251-5171

U.S. Department of Commerce
National Technical Information
Service (NTIS)
5285 Port Royal Road
Springfield, VA 22161
(703) 487-4650

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210
(703) 841-1212

Financial Resources for Disabled Individuals (NTIS #PB81 240 376; ERIC #ED 204 926)

Hiring and Supervising Personal Service Providers: A Guide (NTIS #PB81 240 384)

Learning to Live with Disability: A Guidebook for Families (NTIS #PB81 240 392; ERIC #ED 204 924)

Lobbying for the Rights of Disabled People: Views From the Hill and From the Grass Roots (NTIS #PB81 241 457; ERIC #ED 204 925)

Intimacy and Disability

Small Business Enterprises for Workers with Disabilities CE031994

Social Relationships and Interpersonal Skills: A Guide for People with Sensory and Physical Limitations

New Life Options: Independent Living and You

How to Make Friends and Influence the Media (ERIC #ED 191 243)

Work Disincentives (ERIC #ED 191 234)

Rehabilitation Engineering Sourcebook (NTIS #PB82 110 172; ERIC #ED 201 166)

Rehabilitation Engineering Sourcebook I (NTIS #PB82 110 180; ERIC #ED 201 166)

Rehabilitation Engineering Sourcebook II